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WILLIAM H. CAMPBELL, Editor.

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ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS.

SECRETARY'S OFFICE,
DEPARTMENT OF COMMON SCHOOLS,
Albany, December 31, 1847.

TO THE LEGISLATURE:—The Superintendent of Common Schools, in obedience to the requirements of section 1 of article 1 of title 2 of chapter 15 of part 1 of the Revised Statutes, relating to the common schools of the State, respectfully submits the following Annual Report, which contains:

1. A statement of the condition of the common schools of the State.
2. Estimates and accounts of expenditures of the school moneys.
3. Plans for the improvement and management of the common school fund, and for the better organization of the common schools, and
4. Such other matters relating to the office of Superintendent of Common Schools as it is deemed expedient at this time to communicate.

The fifty-nine organized counties of the State, contained on the first day of July last, nine incorporated cities, divided into sixty-nine wards, and eight hundred and fifty-two towns. The usual statistical reports have been received from all the county superintendents of common schools, and from them it appears that reports in due form were made and filed by the town superintendents of every town in the State except Stuyvesant, in the county of Columbia.

In the last annual report from this office, the superintendent noticed the deficiencies in several of the town superintendent's reports, and designated those where there had been an entire failure to make the returns required by law. This exposure, it was hoped, would be sufficient to prevent a like occurrence, when it must have been known that a palpable omission might be attended with the infliction of a severe but just penalty; if not on the superintendent himself, on the town he represents, and whose interests he so manifestly neglects.

The trustees' reports are required to be made by the first Tuesday of April, and if in default, a forfeiture is incurred by the district of any participation in the public money to be apportioned for the current year; and the town superintendents are allowed by law nearly four months to prepare and transmit their reports to the office of the clerk of the county, a period sufficiently long to enable any competent officer to discharge a duty requiring but a few hours labor. The superintendent has no means of enforcing a compliance with the requirements of the law, nor is he authorized to institute a prosecution to recover the penalty incurred by the delinquent officer, and under these circumstances he has felt impelled by a just sense of his official obligations to withhold, in accordance with the provisions of section 31 No. 39 of the laws relating to common schools, the share of school moneys apportioned to the town of the designated superintendent, and to direct that the same be distributed among the other towns in the county from which the re-

quired reports have been received. Although this expedient has been adopted with considerable reluctance, the propriety and justice of the act will be clearly apparent, when it is known that the loss must be borne by the negligent officer, who forfeits the sum thus lost with interest, to be recovered by the supervisor of the town. A strict and rigid accountability of the disbursing officers of the school moneys must be maintained and enforced, or defalcations will not be detected and prevented.

1. OF THE CONDITION OF THE SCHOOLS.—Abstract A, herewith submitted, compiled from the reports made to the department by the county superintendents, contains all the statistical information embodied in the reports of the town superintendents, in reference to the common schools of the State; and in respect to the number of school districts, and the amount of public moneys received and apportioned for the current year. These reports are understood to embrace the period of one year, ending on the first day of July, 1847; but in regard to the remaining statistical information given in the reports of the school district trustees, the condition of the schools is presented to the close of the year 1846.

On the first day of July last, there were, according to this abstract, eleven thousand and fifty-two organized school districts in the State, the school houses of which were situated in the town or ward reported; eight thousand two hundred and forty-one whole districts, and five thousand five hundred and sixty-five parts of joint districts. A comparative statement of the three last years, shows the following results. In 1845 there were 11,018 districts having school houses in the town or ward reported; 8,419 whole districts, and 5,311 parts of joint districts. In 1846, the numbers were, according to the above designations, 11,008, 8,327, and 5,343; and in 1847, 11,052, 8,241, and 5,563. From this it appears that there are only 34 more school houses reported the present year than in 1845, while the number of whole districts has decreased during the same period 178, and the parts of joint districts increased 254.

Returns were received from eight thousand one hundred and three whole districts, and five thousand four hundred parts of districts, showing 138 of the former and 165 of the latter from which no reports had been made by the trustees, presenting the usual number of delinquent or non-reporting districts, compared with previous years. The penalty for neglecting to make the necessary reports and in the form required by law and the regulations of the department, is an absolute forfeiture of the public moneys which the district, if not delinquent, would be entitled to receive from the town superintendent. Where, however, an apportionment shall not have been made to a school district in consequence of any accidental omission to make the required reports, the superintendent of common schools is authorized to direct an apportionment to be made to such district, according to the equitable circumstances of the case; but this direction is not given except on condition that the proper report be filed in the town clerk's office, to furnish the town superintendent with the proper evidence on which to base his apportionment and payment.

It is only an act of justice to the vigilant and attentive school officers in the counties of Fulton, Kings, Ontario, Oswego, Queens, Richmond, Schoharie, Seneca, and Tioga, to state that reports were made by the trustees of every school district in those counties, while the delinquencies in many other counties were so few in number as to justify the inference that the omission to report was more the result of accidental causes than of culpable negligence on the part of the trustees.

The "unincorporated, select and private schools" in the State, constitute no unimportant branch of the means of instruction to the mass of our population, and will continue to be fostered and encouraged to some extent in the rural

districts, until the "common schools" shall have advanced to that grade of excellence to be esteemed the best, and to which point there can be no doubt they have been and still are rapidly approaching. The private schools are found to be most numerous in the counties having cities and populous villages, and will be encouraged and sustained in those localities when nearly discontinued in the country districts.

The whole number of these schools reported in 1846, was..... 1,731
The number reported in 1847 was..... 1,704

Decrease in one year,..... 27

The decrease since 1845 has been 277.

The average attendance of pupils at these schools during the last year, has been only sixteen and a small fraction to each school; a number too inconsiderable to authorize a belief that these schools are highly esteemed by the public generally.

The whole number of school children between the ages of 5 and 16, reported on the 31st of December, 1845, exclusive of the city of New York, was..... 625,399

The whole number reported on the 31st day of December, 1846, excluding the city of New York, was..... 624,843

Decrease in the number reported,..... 556

In the last annual report from this office, the number of this description of children reported for the city of New York, founded on an estimate made by the undersigned, was 78,000. The reports received from the superintendent of schools in that city, for the year 1847, state the number of children between the school ages to be 75,600. These returns show, taking the census reports of 1845 as the basis, that the children in Schoharie, between 5 and 16 years of age, constituted about one-third of the whole population, while the proportion in the city of New York is nearly one fifth.

The Superintendent desires to present the fact, as worthy of special notice, that about half the counties in the State have reported a less number of school children, between the ages of 5 and 16, for the year 1846, than were returned in 1845, and a decrease is found in some counties where reports were made by the trustees of every district in them.

The whole number of children in the State, on the 31st day of December, 1845, within the ages limited by law, including the city of New York, was..... 703,399

Whole number reported for the year 1846,..... 700,443

Showing a decrease in one year of,..... 2,956

Either the former reports were materially inaccurate on this head, or the trustees in their more recent returns have failed in the discharge of their duty to the people of their districts. It is not necessary to enter into any argument to prove there must have been an actual increase in the number of this description of population in the State, during the year 1846. The "causes" that have, in the estimation of the undersigned, tended very strongly to produce inattention on the part of the school officers, to the interests and welfare of their districts, and the "consequences" which must flow from their longer continuance, will be more fully considered and discussed in a subsequent part of this report.

The number of children of all ages, taught some portion of the year 1846 in the common schools, which have been reported by the trustees, and including those returned from the city of New York, was 748,387.

And of these 23,211 attended school the whole year.
23,548 do ten and less than 12 mo's.
50,454 do 8 and less than 10 do.
102,493 do 6 and less than 8 do.
153,513 do 4 and less than 6 do.
196,193 do 2 and less than 4 do.
202,999 do less than two do.

The whole number of children reported as having been under instruction some portion of the year, exceeds the number reported over five and under sixteen years of age, 47,944. This column in the abstract has always been understood to express the whole number who have attended the schools, without reference to the age of the scholar or period of attendance. The trustees are required to state in their annual reports the number of children taught in their respective districts during the year, and this item of statistical information, with others, is brought into the town superintendents' reports, and hence is found in the abstract annually communicated to the Legislature from this department. A false report, made either by the trustees or a town superintendent, subjects the parties making it to a penalty, and it may be an act of presumption to doubt the

accuracy of an official report made under such circumstances. The practical method adopted by the trustees to ascertain the numbers taught, is not fully known at this office. The statute does not call for the number under instruction during each quarter or term of the year during which a school may have been kept in the district. The trustees are directed by law to procure a bound blank book, for the use of their district "in which the teachers must enter the names of the scholars attending the school and the number of days they shall have respectively attended," which entries are to "be verified by the oath or affirmation of the teachers," and "constitute the lists on which rate bills shall be apportioned."

These lists cannot be used as the basis of the number taught during the year without careful examination; and wherever it appears that pupils have attended more than one term or quarter of the same year in the same school, the trustees must avoid counting such pupil more than once; if they do not, but take the teachers' list of each quarter or term, add them up and set down the aggregate as the number of children taught, it cannot be doubted that these returns are erroneous to a very considerable extent. The blank reports for trustees of joint school districts which are annually furnished from this office, are so framed as to require the trustees to state specifically, not only the number of children between the ages of five and sixteen years residing in the portions of the district lying in each of the different towns composing it, but also the number of children taught belonging to each of such towns separately. If the directions thus specifically given are strictly followed, and if the town superintendents in transcribing these returns, carry into their reports only the children enumerated for and belonging to their towns respectively, no material excess of numbers will be reported in any year; but if, as has been represented to the Superintendent, there have been irregularities in making these returns by the trustees, the town superintendents should have promptly called on them to correct their reports.

In the annual report from this office for the year 1846, the aggregate of the number of children attending all the schools in the State for the different periods above stated, is given at 737,731; and the whole number taught at 736,045; the difference being 1,686.

But in the report of 1847, the former were 676,529, and the latter 742,433; difference 65,904 the other way. It should be here remarked, however, that although the returns from the city of New York showed that 73,351 had been taught in that city during the year, the attendance periodically was not stated. This report presents 752,416 as the aggregate of the periodical attendance, and 748,387 the whole number taught; difference 4,029. The aggregate of the number of children who have attended the district schools less than two months; and two, and less than four months, and so on, including those who have attended the last period of twelve months, should correspond with the number contained in the column of "children taught during the year." Every child who has been "taught" in the schools, must of course have attended during some of the periods named in the abstract.

In subjecting these reports to the foregoing tests, the object of the undersigned will be fully attained, if the attention of the public and the proper school officers shall be directed to this subject, and appropriate means adopted hereafter to render these reports perfectly accurate.

Schools have been taught in the city of New York and in the county of Kings for such periods as will give an average of eleven months during the past year; in the counties of Albany, Queens and Richmond, ten and a half months; in the counties of Cayuga, Columbia, Monroe, Montgomery, Orleans, Rockland, Suffolk, Ulster and Westchester nine months, and in the remaining counties the average number of months varies from six and a half to eight and three-fourths, except Hamilton, where the average is only five months.

The average number of months for the whole State appears to be eight.

The whole number of children taught during the year in the city of New York, 81,247, corresponds with the aggregate of the periodical attendance, averaging 461 to each school.

The whole number attending twelve months or the school year was 18,548, which gives an average of only 1-6 to each school, while in the remaining counties the whole number who attended the schools six months and less than eight, was 92,454, equal to about eight pupils for each school district.

The law requires that a school shall have been kept in a district four months in the preceding year by a licensed teacher to entitle it to an apportionment of school moneys; and schools are taught during what are now called winter and summer terms, continuing from three to four, and sometimes five months each; and it certainly appears some-

what remarkable that, with all the advantages our system presents, not *one-seventh* of the children reported between five and sixteen years of age, attend the schools even six months.

The city of New-York, with her admirable system of free schools, does not present to us this unfavorable and humiliating picture. In that city one-fourth of all the children reported attended school during the past year. There are other cities in the State where the schools are free, presenting the same favorable results.

A child attending school only one or two months in the year, derives but little benefit therefrom, and when the second year of attendance comes round, the pupil, having forgotten all that had been learned previously, commences anew the unwelcome and unpleasant task of learning the alphabet, or the rudiments of spelling and reading mechanically but artificially, each succeeding year finding him at nearly the same starting point. Parents complain that their children do not learn, and the teacher is blamed; the fault does not lay in that direction, but with the parents themselves, in withholding their children from school, if they have the ability to send them.

Schools for Colored Children.—Reports have been received from only seventeen county superintendents relating to these schools. The whole number of children taught in them during the year 1846, was 3,846; the amount of public money appropriated to the support of these schools was \$9,013.35; and the sums paid for teachers' wages therein beyond the public money, were, in the aggregate, \$2,142.10, making the total expense for tuition \$11,155.45. The average expense per scholar for tuition is very nearly \$2.88. By reference to the last annual report from this office, it will be seen that although the number of children taught in these schools during the year 1846 exceeds that for 1845, 1,308, the aggregate expenses have been diminished \$2,000.35.

By the provisions of the third section of the act, chapter 258 of the Laws of 1847, the Legislature appropriated a sum not exceeding five thousand dollars, to be paid from the income of the United States Deposit Fund, for the support of schools for colored children.

It is proper to remark here the conditions of this appropriation; as it is not believed that any favorable results will follow this beneficent act of legislation, unless the direction of these schools and the disbursement of the money, are placed in the hands of the school officers of the localities where the schools are to be established and kept. The money is directed to be paid "to the trustees of any incorporated village which shall, during one year from the passage of the act, support for three months or more a school for the exclusive instruction of colored children."

The act directs that twelve dollars a month shall be paid to defray the expenses of these schools, not exceeding six months in any one village, and no money can be paid for "any month during which the average attendance of scholars shall be less than ten." In order to entitle the trustees of a village, in which the school may be established, to demand payment at the treasury of this monthly compensation, they must exhibit proof that such school has been established and supported for the term of three months at least, and that the number of scholars attending such school, each month for which compensation is claimed, has not been on the average less than ten. It is probable the accounting officers of the State would require proof in addition to this, showing that the parties asking payment of the money were the trustees of an incorporated village.

In the September number of the District School Journal, the undersigned published a circular requesting the town superintendents of such towns as contained incorporated villages, to inform him whether any schools had been established under the said act by the trustees of such villages, and if so, to state when the school was opened, the name of the teacher, and whether a white or colored person had charge of the school, and the average number of children attending the same.

The responses to this circular show that not a single school has been established in the towns heard from, under this act or in view of the appropriation. One town superintendent reported that there had been a school for colored children established in an incorporated village of his town, since the 15th of October, 1846, under the supervision of the trustees of the district, and in successful operation; and after stating he had conversed with one of the village trustees in regard to the establishment of a school, the town superintendent informed the undersigned that the village trustee "wished to know and requested me to write to you for information as to what action is necessary on the part of the village trustees in relation to the establishment of a colored school, to entitle them to the benefit of the provisions of the law of 1847." He also says, "a colored school is in operation; what are the trustees to do? They wish to make the provision available, believing it will be high-

ly advantageous to the colored children." Without some directions or instructions more than are found in the statute and from a source deemed authoritative, it is highly probable that but very few if any of the village corporations will take any steps under the act, to establish or organize the contemplated schools; and they could not do so with safety, inasmuch as no monthly compensation can be paid where the average attendance of scholars should be less than ten.

The Superintendent is not unmindful of the fact that this department is not charged with the supervision or any direction of the schools intended to be established and supported by the provision before referred to; he did, however, believe that any information on this head he might be able to obtain through the agency of the officers connected with this department, would be useful in reference to future legislation, and of sufficient interest and importance to justify the effort.

In the last annual report from this office, the undersigned estimated the number of colored children in the State between the ages of five and sixteen years, at 11,000, and gave the basis on which this estimate was made. Upon further reflection, he has no doubt of the accuracy of these results. There are more than one hundred and forty incorporated villages in the State, and although the colored population principally reside in our villages, it is believed that a sufficient number of colored children will not be found in twenty of them, to supply a school with the average attendance required by the act.

The Legislature have, heretofore, not been unmindful of the condition of these children; and by the 15th section of the act, chapter 260 of the Laws of 1811, schools for colored children may be established in any city or town in the State, which must be under the charge of the trustees of the district in which they may be established. The Superintendent respectfully submits that as the act of 1847 provides for the establishment of free schools for this class of children, the object would be more successfully attained by applying the public bounty in aid of the schools already established, and which may be hereafter established under the provisions of the general school laws of the State, than it would be by continuing the appropriation in its present shape.

Of the Internal condition of the Schools.—The abstract herewith submitted and marked B. has been compiled from the statistical reports made by the county superintendents. Having observed heretofore, the paucity of those returns, and believing this to have been caused by the inability of the county superintendents to visit and inspect all the school districts in their respective counties and sections twice in each year, blank statistical reports were placed in the hands of the town superintendents, before the commencement of the last winter term, with special directions to each to take the required statistical information in the course of their visitatorial examinations, and transmit the results to their respective county superintendents, in order that the information thus acquired, might, if necessary, be incorporated into the reports made by the latter officers to this department. The undersigned is not able to state how far or to what extent this auxiliary aid has been made available by the county superintendents. Reports of this description have been received at this office, from the county superintendents of every county in the state, except Allegany, Schoharie, St. Lawrence, and Yates, in respect to the condition of winter schools.

Winter Schools.—Of the whole number of school districts in the state, 11,062, it appears that 7,085 were visited during the winter term; the whole number of pupils in attendance at the time of such visitations was 270,119. The number of male teachers employed was 5,453; of these 300 were under 18 years of age; 1,282 between the ages of 18 and 21; 2,225 between the ages of 21 and 25; 1,141 between the ages of 25 and 30; and 664 over 30 years of age. The number of male teachers who had taught in the whole for a less period than one year, was 2,011; who had taught in the whole more than one year, 3,472; who had taught the same school less than one year, 3,912; for one year, 489; two years, 371; and for three years, 375. The whole number of female teachers employed, was 2,381; and of these 318 were under 18 years of age; 741 between the ages of 18 and 21; 782 between the ages of 21 and 25; 336 between the ages of 25 and 30; and 196 over 30 years of age. The number of females who had taught in the whole, for a less period than one year, was 542; who had taught in the whole longer than one year, 1,834; the number who had taught the same school less than one year, was 1,249; for one year, 571; two years, 255; and for three years, 261.

Summer Schools.—Returns presenting the like interesting statistical information in regard to the terms of the summer schools, have been received from all the counties in the State except Albany, Hamilton, Orange, Schenectady, Schoharie, and Yates, and abstracts of which are here-

with transmitted and marked C. The whole number of districts visited during the summer terms, was 8,311; and the aggregate number of pupils in attendance at the visitations, was 247,833. The number of male teachers then employed was 1,188; of whom 53 were under 18 years of age; 212 between the ages of 18 and 21; 350 between the ages of 21 and 25; 281 between 25 and 30; and 785 over 30 years of age. The number of males who had taught in the whole for a period less than one year, was 203; who had taught in the whole more than one year, 969; the number who had taught the same school less than one year, was 554; for one year, 235; two years, 177; and for three years, 247. The number of female teachers then employed was 7,724; of whom 1,651 were under 18 years of age; 2,948 between 18 and 21; 2,091 between 21 and 25; 750 between 25 and 30; and 314 upwards of 30. Females who had taught, in the whole, for a period less than one year, 3,303; who had taught in the whole, for a period longer than one year, 4,258; who had taught the same school less than one year, 5,354; for one year, 1,130; for two years, 387; and for three years, 317.

The following statement, compiled from the several abstracts appended to the annual reports from this office, for the years 1846, 1847 and 1848, presents a tabular view of the number of districts visited and examined during the winter and summer schools; the number of pupils in attendance at such schools, at the time of the visitations by the county superintendents, and the course and extent of study in which the pupils were engaged.

	1848.		1847.		1846.	
	At winter schools.	At summer schools.	At winter schools.	At summer schools.	At winter schools.	At summer schools.
Number of districts visited.	7,085	8,311	6,803	7,724	5,845	6,434
Number of scholars in attendance.	270,119	247,833	211,747	257,760	225,540	209,802
Engaged in learning the alphabet.	15,459	27,425	13,424	22,700	11,376	19,571
do to spell.	33,789	45,110	31,470	39,463	31,827	62,830
do to read.	387,169	235,579	211,132	227,254	193,751	183,751
do arithmetic.	113,692	113,692	90,636	112,682	117,075	117,075
do geography.	95,298	112,682	75,510	112,682	69,142	9,094
do history.	11,133	11,133	10,767	10,767	9,094	9,094
do English grammar.	39,846	39,846	32,289	32,289	31,217	31,217
do use of globes, &c.	28,697	28,697	18,897	18,897	14,406	14,406
do algebra.	3,257	3,257	2,052	2,052	1,706	1,706
do geometry, surveying, &c.	3,229	3,229	853	853	906	906
do Natural philosophy.	9,251	9,251	6,678	6,678	5,015	5,015
do ment. & mor. philosophy	1,502	1,502	1,331	1,331	478	478
do physiology.	8,496	8,496	4,288	4,288	2,172	2,172
do book-keeping.	1,955	1,955	654	654	922	922
do composition.	27,061	27,061	20,944	20,944	14,357	14,357
do vocal music.	100,079	100,079	72,811	72,811	77,921	77,921
do to write.	128,037	128,037	116,474	116,474	4,532	4,532
do chemistry & astronomy.	12,194	12,194	9,783	9,783	2,579	2,579
do analysis and definition.	69,485	69,485	66,307	66,307	26,549	26,549

The foregoing table shows that the attendance of pupils at the periods of visitations, averaged at the winter schools in 1845, 33 and a fraction, nearly 39 to each district visited; and at the summer schools 32 and a fraction over. In 1846 at the winter schools, 39 and a fraction, nearly 40, and at the summer schools about 31; and in 1847, at winter visitations, 39, and at the summer nearly 30.

The number of districts visited in 1847, appears to have been 2,637 more than in either of the two previous years, and hence we have a considerably increased attendance

shown; but the average remains about the same. The most gratifying aspect presented, in comparing the results of the years designated, is the very large increase of pupils engaged in the more advanced or higher branches of English instruction; such as the "use of globes, &c.," "algebra," "geometry, surveying, &c.," "natural philosophy," "mental and moral philosophy," "physiology," "book-keeping," and "chemistry and astronomy." The introduction of these studies into our common schools has been sanctioned by the legislative department of the government, and is approved by the most distinguished and experienced men of our times, engaged in promoting the cause and advancing the interests of public instruction. The pupil who may now be seen solving a problem in geometry in one of our common schools, will ere long be found demonstrating the more difficult problems of political economy, or with keen and animated intellect examining and discussing the science of human government in our own legislative halls, or in the congress of the United States.

The undersigned cannot view these comparative results in any other light than as presenting the most satisfactory evidence not only of the immense importance of our common schools, as a great public institution destined to awaken, enlighten and direct the mental energies of our countrymen, but of the excellence of the system itself.

Examination, supervision, and personal inspection are as necessary to stimulate and arouse to action the incipient faculties of the young, as food to the sustentation of the human frame; and while we look carefully to our physical wants, and provide such nutriment only as may be suitable and pleasant to the taste, we should not be inattentive to other and more important duties; providing proper aliment for the mind, and cautiously guarding against any improper reception of it.

Personal examination and inspection by individuals known or believed to possess the requisite knowledge to conduct them successfully and intelligently, will prompt the teacher to apply his best faculties to the progress of his pupils, and incite his scholars to active diligence in their studies, in order to be well prepared to sustain an examination not only creditable to themselves but to their school and teacher. The great effort in other states of the union, is now directed to the development and establishment of plans or systems of public instruction; and we have the gratifying assurance that our own is held in high esteem, and is believed to be the best extant. This excellence and admirable perfection have been attained by engraving upon a plan originally well devised and carefully prepared, the modifications and emendations suggested by experience and approved by patriotism. It is peculiar in many respects. Affording to any and all, without distinction, a just and equal participation in the gratuity of the State, conditionally proffered, any district or town may refuse the boon without incurring any other penalty than its loss. A retrograde step at this time, when the progress of civilization calls for an onward movement, cannot fail to produce the most fearful presages of disastrous results. If we are inclined to demolish the present structure, it may be well to count the cost of the new erection, and consider well and deliberately its adaptability to our objects and wants.

School Teachers.—There is no class of agents or officers connected with our schools, whose employment and duties are more important than the teacher of our common schools; and hitherto the profession has been esteemed but a little higher than menial by a portion of the community, and by those too who have the deepest interest in the establishment of correct principles of government, the wide spread prevalence of sound morals, and the maintenance of "law and order." As a class, the teachers are worthy of higher consideration; and if the trustees would only employ such as are "well qualified in respect to moral character, learning and ability," and town superintendents would only license those who are in every respect well qualified to teach, preserve order in their schools, and of sound moral principles, they would command that voluntary respect from the community, and especially the inhabitants of their districts, which rightfully belongs to the profession.

The following statement shows the average monthly compensation in the whole State paid to teachers during the winter and summer terms for the three past years, exclusive of board:

1845		1846		1847	
W. Term.	S. Term.	W. Term.	S. Term.	W. Term.	S. Term.
Males, \$13 37	\$14 25	\$14 16	\$15 77	\$15 10	\$16 80
Females, 7 00	6 00	7 37	6 02	7 68	6 31

The average for the whole year in 1845 for the male teachers, was \$13.31; in 1846, \$15.42, and in 1847, \$15.96; and for females in 1845, \$6.50; in 1846, \$6.69; and in 1847, \$6.99; exhibiting a small but annual increase of wages

paid to teachers. The number of teachers under eighteen years of age found employed at both visitations was 2,322, of whom 1,969 were females; and there were 1,943 over thirty years old, of whom 1,434 were males. The residue of the number were between eighteen and thirty years of age.

The opinion has been often expressed in reports from this office, that the compensation paid to teachers of our common schools was insufficient to secure those perfectly qualified for the employment, although there is no doubt that some are paid more than their services are worth. The advanced and advancing state of instruction in very many of our schools, demands a more elevated "standard of acquirement" than formerly, and we have the cheering assurance that the field of operations for teachers of higher attainments is expanding and enlarging throughout the State. A school teacher should have a complete knowledge of, and be able to teach thoroughly, orthography, reading, writing, geography, history, mental arithmetic, written arithmetic, English grammar, natural philosophy and book-keeping, before a certificate of qualification is granted. Other branches of English instruction are pursued in many of our common schools, such as algebra, geometry, chemistry, human physiology, intellectual and moral philosophy, astronomy, science of government, drawing, and vocal music, with great success. The standard of qualification should be kept as nearly uniform as practicable, and as the circumstances of the districts in the towns require or will allow. The certificate granted by a town superintendent remains valid one year, unless sooner annulled, and the holder of it may be legally employed to teach any school in the town where it is granted. If the town superintendent grants a certificate to a teacher, having reference to a particular school in the town, and not the schools, he may find himself compelled, if he discharges his duty faithfully, to annul the certificate when he finds the holder of it about to be employed in a district where, in consequence of the advanced state of instruction, he has not sufficient "learning and ability" to teach all the scholars attending the school. The undersigned does not intend to be understood as insisting that the same grade of qualification is required for all the schools in the State. The town superintendent must certify that he believes the candidate "is well qualified in respect to moral character, learning and ability, to instruct a common school in this (his) town for one year from the date hereof." It is therefore wrong to grant a certificate in reference to some particular school in the town, when the officer knows or believes the candidate is incompetent to instruct other schools in his town.

A distinguished educator in our own State expresses himself as follows in regard to the literary qualifications of teachers:

"The profession of teaching is advancing. The present standard of acquirement demanded of the teacher, excludes many who were considered quite respectable ten years ago. This may well be so, for within that time quite an advance has been made in the compensation offered to teachers. It is but reasonable that acquirement should keep pace with the reward of it. Indeed, the talent and attainment brought into the field, must always be in advance of the rate of compensation. The people must be first convinced that teachers are better than they were years ago, and they will be ready to reward them. In Massachusetts, according to statistics in the possession of the Hon. Horace Mann, secretary of the board of education, the compensation of teachers within ten years has advanced thirty-three per cent; nor is it reasonable to suppose that this advance has been made independent of any improvement among the teachers. Their system of supervision has increased in strictness, in the same time, in an equal ratio; and many teachers who were entirely incompetent for their places, have thus been driven to other employments."

It is undoubtedly true that the rate of compensation should chiefly depend upon the grade of acquirement or qualification. Although the rate of compensation has not advanced in this State equal to that in Massachusetts, it has improved some in the course of the last ten years, while the standard of acquirement and grade of instruction have been much elevated within the last six years.

School-Houses.—Abstract D., herewith transmitted, exhibits the number and relative condition of the school-houses and their appendages visited during the year 1847. Reports have been received from the county superintendents of all the counties in the State except Yates, and they show a less extended visitation than in 1846. The whole number visited during the year ending on the 1st day of October last, was 9,716, being 191 less than were inspected the preceding year. Of this number so visited and inspected, 7,996 were of framed wood, 591 were of brick, 617 of stone, and 512 of logs; the number reported in good re-

pair were 3,881, in ordinary repair 3,098, and in bad repair 2,748. There were 8,562 having only one room, and 1,016 having more than one room; 3,437 were furnished with suitable play grounds for children, and 6,093 were destitute of such grounds. There were 2,374 furnished with single privies, 2,212 with double privies, and 5,042 entirely destitute of them. The number suitably furnished with convenient seats, desks, &c., was 4,770, the number not so furnished, 4,862; provided with proper facilities for ventilation 3,759, not so provided 5,931. It appears by this abstract that all the school houses in the State but 1,336, were visited and inspected during the last year; and of those so visited, 9,204 are of framed wood, brick and stone.

There are no doubt many districts where a single room is quite adequate to all the wants of the school for the purposes of study, but every such building should have a recitation room, and the outside entrance should communicate with the school room through an entry. Economy in the use of fuel would seem to be a sufficient inducement on the part of the districts to adopt this method of construction. There were 2,748 school houses reported to be in bad repair, 4,862 not furnished with suitable and convenient desks and tables for the scholars, and 5,931 not provided with proper facilities of ventilation. The amount of money annually raised and collected in the State for the building and repairing of school houses, is no doubt abundantly adequate and more than adequate for all the objects and purposes to which the money is devoted, if economically and judiciously expended; and no sound reason or good motive is perceived for exposing school children to the inclemencies of an old and dilapidated school house, the pestilential vapors of an ill ventilated room, or the tortures of an uncomfortable and badly constructed seat. If parents would avoid all causes of disease and deformity to which their children are subjected from being compelled to remain for hours each day in such houses, they would at once apply themselves to the work and have these evils corrected. The Superintendent respectfully submits that it is equally right and proper to require the inhabitants of a school district to provide a comfortable school house as a condition precedent to the annual apportionment of the school moneys, as it is to require that the schools shall be taught by a qualified teacher.

II. ESTIMATES AND ACCOUNTS OF EXPENDITURES OF THE SCHOOL MONIES.—Of the Revenue of the School Fund.

The statement received from the Comptroller's office shows the balance in the treasury of the revenue of this fund or the 30th day of September, 1846, the amount received into the treasury during the fiscal year ending September 30, 1847, and the balance in the treasury on that day with the amount paid out during the same period as follows:

Balance in the treasury Sept. 30, 1846,.....	\$101,213 21
Amount received into the treasury during the year ending Sept. 30, 1847,.....	131,554 2
Amount received for appropriation from income of U.S. Deposit Fund for the same period,	165,000 00
	<hr/>
	\$400,767 48
Amount paid out of the treasury during the same same period,	275,820 32
Balance revenue in treasury Sept. 30, 1847,....	\$124,947 16

It should be remembered that no part of the above balance will be called for or paid out of the treasury until the first day of February next; in the mean while it lays unproductive for the period of four months; unproductive to the fund, but useful to the State when appropriated to the general purposes of the treasury.

The annual revenue or interest of this fund paid into the treasury for the last five years, amounts to \$609,668.33, which gives an average of \$121,933.66 for each year. The capital of the fund has been increased since 1844, \$177,598.12, and no losses have occurred since 1842. The annual payments of \$110,000 each year during the above period of five years, amount to \$550,000, and hence there should be now a net balance of revenue in the treasury belonging to this fund of \$59,668.33; but the aggregate of the sums advanced from the treasury for the apportionments payable on the first days of February, 1841, 1842 and 1843, exceeds the receipts on account of revenue subsequent to the last of the above dates, \$40,433.04. If the appropriation from the revenues of this fund for the support of common schools should not be increased, there will be a balance in the treasury on the first day of February next of \$14,947.16.

There is appended to this report the table usually referred to and published in the annual reports transmitted to the Legislature from this department, exhibiting the capital of the Common School Fund, as stated in the annual report of the Comptroller, from the foundation or establishments

* Theory and Practice of Teaching.

the fund in 1905-6 to 1917 inclusive; also the annual interest thereof, the amount annually apportioned for the support of schools, the amount received by the trustees of school districts from the hands of the commissioners and town superintendents, and also the amount paid by the inhabitants of school districts on rate bills.

* By reference to this table, marked G, it will be seen that the annual receipts of revenue or interest on the capital of the Common School Fund, are not uniform in amount or nearly uniform. In 1835 the payments were very large, exceeding any that have been made in any one year since that time; the receipts afterwards fell off, and in 1841 and 1842 were reduced considerably below the average of the eight previous years. Since the year 1842, however, the receipts of interest have gradually increased, and it is believed, will not be subjected to the fluctuations that have heretofore been experienced. The present productive capital of this fund, if invested at an interest of 5 per cent would produce an annual revenue of \$108,525.72; at 5½ per cent, \$119,378.19; and at 6 per cent, \$130,230.86. Although the bonds for lands and for loans, which now constitute about half the present capital of this fund, are fast diminishing, and the proceeds accumulating in the treasury, a safe reinvestment upon terms to produce an income equivalent to 6 per cent interest, may be made without any difficulty in the present, or under the prospective financial condition of the country.

Receipts and Expenditures of 1846.—The sums received and applied in the year 1846 by the trustees of districts and the commissioners in cities for the support of common schools, and the purchase of school district libraries, with the amount collected on rate bills, are as follows:

Annual appropriation by the State,	\$220,000 00
Amount raised by boards of supervisors equal to the sum appropriated by the State,	220,000 00
Raised under special statutes applicable to particular cities and towns, and received from permanent local funds,	156,974 20
Amount paid on rate bills for teachers' wages, besides the public moneys,	462,840 44
Approp'd by the State to increase libraries,	55,000 00
Amount raised by boards of supervisors of counties for same object,	38,791 29
	<hr/> \$1,152,605 93

The aggregate amount of sums appropriated, raised by tax and paid on rate bills in 1845, was,	1,191,697 79
Deduct receipts and payments of 1846,	1,152,605 93
Decrease in 1846,	<hr/> \$39,091 86

This difference may be understood and explained satisfactorily by restating the receipts and payments above enumerated, excluding the city of New York.

Aggregate amount of the foregoing sums, exclusive of New York,	\$1,017,808 93
Aggregate of receipts and payments in 1845, exclusive of New York,	1,004,608 36

Showing an increase in 1846 in the other counties, of,	<hr/> \$13,200 57
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The amount reported from the city of New York in 1846, as having been received and expended in the payment of teachers, was \$187,089.44; and in 1847, \$134,797.00. The difference between these two amounts is the exact sum of the decrease and increase above stated, with an immaterial variation. The sums annually appropriated from the public treasury and required to be raised by the boards of supervisors by tax upon the several towns in their respective counties for school purposes, amount to \$550,000. With a view then of ascertaining whether the towns have raised moneys by voluntary tax as authorised by law, and whether the sums apportioned by the town superintendents in April, 1846, have been paid to the school district trustees and accounted for by them in their reports of that year, the following statements are submitted:

Amount received from all sources by school officers, including only the sum required to be raised in the city of New York to equal the apportionment of public moneys,	\$619,038 18
Deduct therefrom receipts from local funds, ..	19,558 68

Total,	\$599,479 50
Amount apportioned and required to be raised, ..	550,000 00

Excess contributed by voluntary taxation, ..	<hr/> \$19,479 50
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The amount received and applied to the payment of teachers' wages and for libraries, during the year 1846 as sta-

ted in the reports of the trustees, shown in abstract A, at the close of that year, including New York as above, was,	\$633,335 66
Amount apportioned to the above objects in April, 1846,	<hr/> 612,977 06

Excess received and expended over appropriations,	<hr/> \$20,358 62
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Or, in other words, it appears from these returns that during the year 1846, there had been received and expended by the trustees, \$20,358.62 more than was received from all sources and apportioned by the town superintendents, for the same year. The trustees have not received and expended more than was apportioned, although these reports would seem to convey such an appearance on their face. The town superintendents either do not report all the public moneys received by them for school purposes, and afterwards, during the year embraced in the trustees' reports, actually pay over what is not so reported, or there are balances of the sums apportioned the preceding year, which are received, expended and accounted for by the trustees, at the close of the year covered by their reports. In order to correct this apparent discrepancy between the reports of these officers, the department has changed the form of the town superintendents' reports, and these officers will be hereafter required to state in their annual returns to the county clerks, in addition to the information heretofore given, the whole amount of public moneys paid over by them to or on the orders of trustees of school districts entitled thereto, and also the balance of the moneys apportioned and not paid over, in their hands at the date of their respective reports. By comparing the results thus obtained one year with another and with the reports obtained from the trustees of school districts, it is expected a satisfactory solution can be given at this department to all apparent differences and discrepancies in the receipt, apportionment, and expenditure of the public moneys.

The difficulty of ascertaining whether any defalcations had occurred during the period reported, with the town or school district officers entrusted with the disbursement of the school funds, on account of the manner in which these reports were made, was noticed in the last annual report from this office, and the differences for a series of years from 1844 to 1847 inclusive, stated; and the amount expended exceeded the sum apportioned every year referred to except 1846.

The whole amount received on rate bills during the year 1846, as appears from abstract A, was,	\$462,840 44
Amount received on same in 1845,	460,764 78
Increase in 1846,	<hr/> \$2,075 66

Receipts and Apportionments for the year 1847.—The returns of the expenditure or disbursement of these moneys are not received at this office until the close of the year 1848, and consequently are not submitted to the Legislature until the commencement of its session in the year 1849.

The whole am't of public moneys received from all sources by the commissioners in cities and town superintendents, for the year ending July 1st, 1847, was,	\$829,802 83
Apportioned first Tuesday of April, 1847, for the payment of teachers' wages,	\$606,390 11
For increase of district libraries and purchase of school apparatus, &c.,	92,899 58
	<hr/> \$698,289 69

Balance not appropriated to the above objects,	<hr/> \$131,513 14
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Of this unapportioned balance, \$125,756 is found in the city of New York.

A restatement of these receipts and appropriations, leaving out the city of New York presents the following results: Whole amount of public moneys received as above in the remaining counties in the State, to July 1st, 1847,

Whole amount apportioned for teachers' wages, and for libraries, &c., in April, 1847, ..	559,925 69
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Balance unappropriated to the above objects, ..	<hr/> \$6,717 14
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In 1846, the amount apportioned in 50 counties, excluding those containing incorporated cities, exceeded the sums received, \$5,603.81, and now there appears to be an unapportioned balance in the hands of the school officers of nearly an equal amount in 58 counties; but on looking into the abstracts of the county superintendents, it appears that in the city of Albany, \$925 was received and not apportioned; in the city of Brooklyn, \$2,997.47; and in the city of Hudson, \$297.61; making a total of \$4,210.08, thus

reducing the above unappropriated balance to \$1,507.06. The Superintendent concedes that the reports of the school officers should be perfectly accurate, and that the whole amount received by them should be shown to have been apportioned and appropriated as directed by law, but it will not appear strange that, in the additions made by more than sixty county superintendents, and in transcribing the amounts from several hundred reports made by the town superintendents, some discrepancies should occur wholly unintentional.

The whole amount received on account of interest on the permanent local funds belonging to different towns in the State, for the year ending July 1st, 1847, was \$21,033.13. These moneys must be added to and apportioned with the sums set apart for the payment of teachers' wages, and cannot be legally apportioned as library money. The amount apportioned by the commissioners in cities and town superintendents for the increase of district libraries and the purchase of school apparatus, was \$92,899.58. In the city of New York, no part of the public school moneys is required to be applied to this object, but in the other counties, one-fifth of the whole amount paid from the State treasury, and the equal sums raised by taxation, must be set apart as library money.

The aggregate amount in the whole State, exclusive of the city of New York, on which the fund set apart for the increase of libraries and the purchase of school apparatus must be estimated, should be stated at \$471,632.84; one-fifth of this sum is \$94,326.57; and therefore the aggregate apportioned as above stated is \$1,426.58 less than it should have been. It is believed the income of these local funds is included with the moneys received and apportioned during the year in which it is paid over to the town superintendents, and if not, it is carried forward to the following year.

Although the act chapter 8 of the laws of 1847, authorizes that portion of the appropriation from the income of the United States Deposit Fund, commonly designated as "library money," to be appropriated to "the increase of district school libraries, or for the payment of teachers' wages, or for the purchase of maps, globes, or scientific apparatus, in the discretion of the inhabitants of the several school districts qualified to vote therein," inasmuch as this act is only temporary, and the general school laws of the State are not affected thereby except when there is a direct conflict between this and the provisions of other laws, the Library Fund must continue to be set apart as "library money," and is subject to the above disposition for the time being, which the qualified voters in the districts may think proper to make.

Estimates of expenditures for the year 1847.—The expenditures for the year 1847 in payment of teachers' wages and for the increase of district school libraries, which are not officially reported to this department until the year 1848, may be stated as follows:

Appropriation of revenue from the Common School Fund, distributed February 1, 1847.	\$110,000 00
Amount distributed from the income of the U. S. Deposit Fund per act chap. 8 of the Laws of 1847 for the support of common schools,	165,000 00
Amount equal to the above, received by the boards of supervisors without deduction,	275,000 00
Amount in addition to above raised by voluntary taxes in towns, and under special laws in cities,	279,802 83
Interest on permanent local funds in towns, ..	21,033 13
Amount equal to the sums paid for teachers' wages on rate bills in the year 1846,	462,840 00
	\$1,313,745 96

In the above statement every sum carried out is taken from the reports of the town superintendents and school commissioners made to this office the present year, except the sums paid on the rate bills for teachers' wages, which are estimated, and the aggregate result of the foregoing exceeds the estimates in the last annual report from this office only \$23,272.55.

The amounts contributed by rate bills for the payment of teachers' wages are gradually reaching the point from which they receded in 1842, and would now exceed \$500,000 annually, if there were not some exceptions in the State to this mode of paying school teachers. Free schools have been established by law in the cities of New York, Brooklyn, Buffalo, Rochester; in the town of Williamsburgh, Kings county, and more recently in some villages in the State. No moneys were collected on rate bills in the year 1846 in either of the above cities or in the town of Williamsburgh, and the amounts apportioned for the year 1847 for teachers' wages, were as follows:

In New York, \$138,364.00, in Brooklyn, \$15,950.00; in

Buffalo, \$14,514.10; in Rochester, \$11,808.47; and in Williamsburgh, \$7,899.71. The amount paid on rate bills in the city of Albany, was \$168.00; apportioned for teachers' wages, \$9,696.60.

Estimates for the year 1848.—The estimates of the expenditures for the ensuing year will be only a recapitulation of the statement of the expenditures of 1847; with some slight variations, and are as follows:

Annual appropriation of the revenue arising from the Common School Fund to be distributed on the first day of February, 1848,	\$110,000 00
Amount annually appropriated from the income of the U. S. Deposit Fund and applied to the support of common schools,	165,000 00
Amount annually to be raised by boards of supervisors equal to the two above sums without any deduction,	275,000 00
Estimated amount in addition to the above to be raised by voluntary taxes in towns and under special laws in cities,	280,000 00
Estimated interest on permanent local funds,	21,000 00
Estimated amount to be paid on rate bills,	464,000 00
Increased appropriation from the revenue of the Common School Fund,	10,000 00
Total,	\$1,325,000 00

Statements have been submitted to the Legislature in the annual reports from this office by incumbents who have preceded the undersigned, showing the amount of capital invested by the State for the support of schools, and the amount invested by the inhabitants of school districts in real estate, school houses, and other improvements.

These statements, when based upon official information, are deemed very important, as they show to the public, and especially to the Legislature and people of the State, who have the deepest interest in the success of our system, the large amount of capital dedicated to the noble and patriotic object of education.

The census returns of 1845 afforded to the undersigned an opportunity, in his last annual report, of submitting a revised statement of the different items constituting the aggregate amount of capital so invested. These items need not be here repeated. The aggregate amount no doubt at this time exceeds \$3,900,000.00.

The annual expenses of our schools present another interesting subject of enquiry and examination; and in the last annual report from this office, the undersigned submitted a statement of the annual expenses of the schools under his supervision, based in part upon the ascertained expenses taken from the official returns in the office and upon carefully revised estimates, where more certain information could not be obtained, and he has now no doubt of the general accuracy of the results there presented.

III. OF THE CAPITAL OF THE COMMON SCHOOL FUND, AND THE IMPROVEMENT AND MANAGEMENT THEREOF.—On the 30th day of September, 1847, the productive capital of the Common School Fund of the State, consisted of the following items and sums of money:

Amount of bonds for lands sold,	\$326,149 19
" " loan,	259,865 33
" " balance due on loan of 1792,	103,054 15
" " " " 1808,	202,693 03
" " " " 1840,	8,200 00
" Comptroller's bond,	51,645 49
" Manhattan Company bank stock,	50,000 00
" stocks of this State,	115,500 96
" money in the treasury,	550,406 39
	\$2,170,514 47
The capital of this fund Sept. 30, 1846, was,	2,133,942 05
Increase during the year,	\$36,572 42

Pursuant to the 9th article of the Constitution, \$25,000 have been transferred from the income of the U. S. Deposit Fund to the capital of this fund, being the appropriation for the year 1847; and bonds belonging to the surplus revenue of the United States Deposit Fund amounting to \$9,682.53, have also during the last fiscal year been transferred and added to the capital of the Common School Fund, pursuant to the act, chapter 259 of the Laws of 1847, making a total of \$34,082.53, from the surplus income of the Deposit Fund. The residue of the above increase of capital amounting to \$2,489 89, will be found in the statement of the increase and diminution of the capital herewith submitted and marked E. The capital of the Common School Fund has been increased during the three last years \$177,597.47.

The table marked G. herewith submitted, contains, as before remarked, a statement of this fund at the close of each fiscal year since its foundation, to September 30, 1847, and other interesting statistical information. By this table it appears that the capital of this fund has sustained losses since its first establishment, amounting in the whole to \$179,208.90; and that the accumulations by transfers from the surplus revenues of the U.

S. Deposit Fund to the close of the fiscal year in 1847, amount in the aggregate to \$181,510.51, showing that the increase from the Deposit Fund has but a little more than made good the previous losses arising from depreciation of lands, failure of banks, and other bankruptcies incident to an almost indiscriminate mode of investment that has heretofore prevailed. If the policy entertained at the time of the passage of the act, chapter 237 of the Laws of 1838, had continued to prevail, and the whole "residue of the income" of the Deposit Fund, as contemplated by the 10th section of that act, had been added to the capital of the Common School Fund instead of being diverted to other objects, the productive capital of the fund at this time would have exceeded \$2,400,000.00, deducting all the losses it has sustained.

The following statement shows the objects to which the income of the United States Deposit Fund was appropriated by the act above referred to.

For the common schools annually,.....	\$110,000 00
For the purchase of district libraries,.....	55,000 00
To sundry colleges for the term of five years,.....	15,000 00
To the Literature Fund for the benefit of academies,.....	28,000 00
Aggregate amount of appropriations,.....	\$208,000 00

The capital of the Deposit Fund is \$4,014,520.71, which at six per cent interest will yield an annual income of \$240,873.24, but the average annual income of this fund has considerably exceeded that amount.

In 1838, the then Superintendent of Common Schools estimated that the capital of this fund would amount in 1850 to 3,000,000 00, from the accumulations to be derived from the "residue" of the Deposit Fund and other sources; and in 1840 it was estimated, in the annual report from this office, that this capital would exceed \$2,250,000.00 in 1845, by contributions from the income of the Deposit Fund, and by sales of lands and from other sources. Unfortunately the first of these positions cannot probably be realized, and most certainly the last has not been. In 1845, as appears from the statement before referred to, the capital was \$2,090,632 41, and in 1850, with the annual appropriation of \$25,000 pledged by the Constitution, it will not exceed \$2,250,000.00, if it reaches that sum.

The Superintendent is perfectly aware that distinguished individuals have entertained and expressed "doubts whether this capital needs any further provision for its enlargement." It should however be remembered that these opinions were expressed at a time when it was believed the "residue of the income" of the Deposit Fund to be annually added to the School Fund would amount to if not exceed \$30,000.00; and when it was confidently expected the addition of \$10,000 might be made to the appropriations of school moneys in every period of five years, so that the rate of distribution and the increase of children would be nearly equal. Such however has not been the fact, as will appear by the following statement: In 1839, after the \$165,000.00 from the income of the Deposit Fund was added to the annual appropriations, the rate of contribution from the treasury was equal to 48 cents and a fraction to each child reported between the ages of five and sixteen years; and in 1846 this rate of distribution was reduced to about 39 cents, which was equal to a reduction of \$50,631.19 on the number of children reported in 1839; while in 1839 the sums appropriated from the treasury with the "equal amounts" raised by taxation, averaged 97 cents to each school child reported; in 1846 this average was reduced to 78 cents, making a difference of 19 cents between these two periods.

If we may consider the capital of the United States Deposit Fund so far as it contributes to the support of the schools under existing laws as capital of the School Fund, then the productive capital of the latter fund may be stated as follows:

Productive capital of the School Fund as above,.....	\$2,170,514 47
Amount from the U. S. Deposit Fund, which would produce the sum of \$165,000.00, annually appropriated for the support of common schools at six per cent interest,.....	2,750 00 00

Showing a productive capital of.....	\$4,920,514 47
To this may also be added a sum that will produce annually \$25,000 at the same rate of interest which is reserved by the Constitution for a special object connected with the financial affairs of the schools,.....	416,666 67

Making a total of..... \$5,337,181 14

productive capital, the income of which is pledged by the Constitution and laws of the State to the support of our common schools and increase of capital belonging to the Common School Fund.

We should not disregard the instructions of the past, either when we have been the principal actors, or where others have been concerned; and although it may be true to some extent that when individuals become accustomed to rely upon the appropriations from the public treasury to supply their wants or to aid them in their enterprises, their exertions will be graduated to the

scale of their necessities, and entire relaxation follows repletion. It is equally true and alike worthy of profound contemplation, that when a State intends to accomplish a particular object by offering inducements to its citizens to co-operate, those inducements must be sufficient to "stimulate individual enterprise" and individual exertions, or it will fail entirely.

It may be assumed as an indisputable fact that in the whole history of our school system from its commencement to the present time, not a single instance has occurred where the schools in any district in the State have languished in consequence of an indifference or want of exertion on the part of the inhabitants, growing out of a too liberal patronage on the part of the State. The appropriations from the treasury do not constitute one-sixth part of the whole aggregate amount annually expended for the establishment and support of our schools, and will not for many years to come, without a more rapid increase of capital, and more extended appropriations. While on the other hand, many of the country districts forfeit the amount of their yearly appropriations; owing to the inability of the inhabitants to keep up a school the period required by law, or to furnish a school house in which the schools can be taught; the situation of these districts being such that a consolidation with other adjoining districts would give no relief, nor could the children of the inhabitants residing three, four and five miles from the school house, commence attendance at the school with any reasonable prospect of continuing it a length of time sufficient to make any progress in learning. A very considerable majority of the districts of this State are not thus situated; but in all of them, except in our populous towns and villages, the first outlay for the purchase of a site for the building, the erection of a school house and furnishing it with necessary appendages, with the annual charges for fuel and repairs, constitute a serious item of expense. Would the Legislature withhold the present appropriation and exact a compliance with the provisions of our existing school laws? In such an event it may well be doubted whether one half of the present district organizations would be sustained or kept up two years.

The first report of the board of education of the State of Maine to the Legislature has recently been published. In that State the avails of the tax on banks constitute the only appropriation from the public treasury for the support of schools, which averaged last year *twelve cents* to each scholar; and "the incorporated towns are required by law, in addition to other funds available for school purposes, to raise by tax a sum of money not less than forty cents for each inhabitant," to be expended annually for the maintenance of public schools. The mode of assessment is not such as would be approved in this State; for it is deemed the most just and equitable that could be devised. This ratio of taxation, in a town of 1872 inhabitants, produces the sum of \$748.80; but in this State the sum apportioned to a town having the same number of inhabitants, with the sum raised by tax by the supervisors, amounts to \$395 18, and in no event can the sums raised by taxation, including that voluntarily raised by towns and appropriated from the public treasury according to the present rate of apportionment, exceed \$392.77 in any one year. The rule of taxation adopted in Maine, if applied in this State, would not produce annually a sum equal to the aggregate of the amount apportioned for teachers' wages and for libraries, in April, 1847, and the amount paid on rate bills in 1846, by one hundred thousand dollars. But the aggregate attendance at the schools was only about one half of the whole number of children reported; and the average number of months the schools were taught was only about five, while in this State the number of children under instruction some portion of the year, exceeded those reported between the ages of five and sixteen, and the average number of months' schooling was eight. It would be difficult to produce a more striking illustration, by contrast, of the excellence of our own system, or a more forcible argument favoring a material increase of the capital of our Common School Fund, and of the annual appropriations therefrom. The diffusion of the public moneys in the mode adopted in this State stimulates individual exertions, and each parent feels a strong solicitude to participate in the benefits of a fund that belongs to him in common with his fellow citizens.

In our country, and more particularly in our State, the government and the people are identical; and to treat this great trust fund as the property of the government separate from or independent of the constituency, would be violating a fundamental maxim of our institutions; and the appropriation of the net income of the fund to the maintenance of our public schools cannot justly be viewed in the light of a donation to the people. It is respectfully submitted that it would not be proper to consider a direct appropriation from the treasury to such an object a gratuity. If it be, then all our laws establishing free schools in cities and other localities are wrong in principle, and should be repealed. It is believed that an increase of the capital of our Common School Fund to an amount sufficient to allow a distribution from its annual income, in the ratio of one dollar to each of the reported

school children in the State would be attended with the most satisfactory results. This would leave nearly twice the amount to be raised by taxation in the towns and school districts, enable the patrons of the schools to employ better qualified and more competent and experienced instructors, and extend the periods of instruction or terms of the schools without subjecting themselves to serious and inconvenient burthens. Such an amount annually apportioned to the districts, would present strong inducements for co-operation on the part of the inhabitants, and ensure complete success.

The method in which the accounts relating to the capital of this fund is stated in the Comptroller's office, with the increase and diminution thereof, is as follows:

Amount of the fund Sept. 30, 1846,..... \$2,133,943 01
Increase as stated below,..... 208,224 75

Diminution as stated below, \$2,342,167 76
171,653 29

Amount of the fund Sept. 30, 1847, \$2,170,514 47

Increase of the Fund,—Bonds for lands:

For sales of lands by the Surveyor General,..... \$6,238 63
Transferred from Canal Fund, .. 18,882 53
Transferred from General Fund, .. 769 86
Transferred from Literature Fund 82 00

Amount of bonds taken by the Surveyor General per chap. 143 Laws of 1846, in lieu of sundry bonds cancelled for the relief of purchasers of 2d Oneida purchase, 1829,..... 5,840 99

Bonds transferred from the U. S. Deposit Fund belonging to the surplus revenue of said fund, and added to the capital of this fund, per chap. 258 Laws of 1847, 9,082 53

Bonds for loans:

Amount of loan to Schoharie Co.,..... 2,700 00

Moneys received into the treasury.

For principal of bonds for lands, \$75,684 46
do do - loans, 38,776 10
do do 1st of 1792, 2,178 45
do do 1st of 1808, 5,776 81
First payment on sales of lands, . 3,678 38
Redemption of lands, 1,389 35
Appropriation for 1847 from income of the U. S. Dep. Fund, 25,000 80
From the General Fund, for loss of principal on bonds cancelled for relief of purchasers of the 2d Oneida purchase of 1829, .. 12,145 29

\$164,628 84
\$208,224 75

Diminution of the fund,—Bonds for lands:

Principal of bonds paid into the treasury, 75,684 46
Bonds cancelled per chap. 143 Laws of 1846, for the relief of purchasers of the 2d Oneida purchase of 1829, 17,986 28
Extinction of principal under Surveyor General's sales of lands for arrears of consideration, .. 8,100 21

\$101,770 95

Bonds for loans:

Principal of loans paid into the treasury, .. 38,776 10
Principal of loan of 1792 paid into treasury, 2,178 45
do do 1808 do 5,776 81

Money in the treasury

Amount loaned to Schoharie Co., \$2,700 00
Amount paid for bonds transferred from Canal Fund, 18,882 00
Redemption of lands refunded, .. 444 98
Surplus moneys refunded, 236 90
Erroneous payments refunded, .. 35 24

\$22,299 12

Amount transferred to the General Fund for bonds received from that fund,..... 769 86
Transferred to Literature Fund, .. 82 00

\$23,150 98

\$171,653 29

The unproductive capital of the fund consists of 358,840 acres of land, mostly wild, and situated in the northern part of the State. These lands are estimated to be worth \$179,400.

Of the improvement and management of the Fund.—On the 30th of September, 1841, there were in the treasury of the State \$12,302.06, being payments on the principal of bonds for lands; and for loans and first payments on sales for lands; and the sum of \$23,200.96 was invested in the stocks of this State. From that time to the present, the indebtedness of the State to the capital of this fund, has increased at the rate of about one hundred thousand dollars a year; and on the 30th of September, 1846, the sums due from the State for moneys belonging to the capital of this fund, were as follows:

Amount due on Comptroller's bond, \$51,645 49
Amount due on State Stocks, 115,500 96
Amount due for moneys previously paid into the treasury and appropriated to public uses, 413,928 46

Total on the 30th September, 1846, .. \$581,074 91

Amount received into the treasury during the fiscal year, ending on the 30th Sept., 1847, for principal on bonds for lands and on loans, first payments on sales of lands belonging to the fund, and transfers from the U. S. Deposit Fund pursuant to the Constitution, and the act chap. 258 of the Laws of 1847, \$136,477 86

Total amount of both sums, \$717,552 77

(Concluded in next No.)

OFFICIAL.

SECRETARY'S OFFICE,
Albany, January 21, 1848. }

The money originally appropriated for Libraries in the several districts of the State, has been in many instances applied to the payment of teachers' wages, under the law of the 12th of February, authorizing such application.

A part of the 136th section of the act of December 15, 1847, is as follows:

"And in every district having the required number of volumes in the district library, and the maps, globes, black boards and other apparatus aforesaid, the said moneys, with the approbation of the State Superintendent, may be applied to the payment of teacher's wages."

This portion of the public money ought, in the judgment of the Superintendent, to be applied to the increase of the libraries, or the purchase of scientific apparatus, and the approbation of the Superintendent, unless in peculiar cases, will not be given to a diversion of the fund for the payment of teachers' wages.

CHRISTOPHER MORGAN,
Superintendent of Common Schools.

The following is an accurate copy of a letter of the Duke of York. The original is in the office of the Secretary of State:

"GENTLEMEN. I have thought fit to Send Coll. Dongan to be my Lieutenant Govern: of New York and its dependencies, and have directed him to call you together as a General Assembly; that you may Consult and propose all such matters as shall be for the Publique Good; and I desire you to give entire Credence to what he shall say to you in my behalfe, who Am Your loving friend,

"JAMES.

"London 2d March, 168 2-3."

DISTRICT SCHOOL JOURNAL.

ALBANY, FEBRUARY, 1848.

DAVID P. PAGE.

It is with no ordinary feelings of sorrow, that we record the death of DAVID P. PAGE, the Principal of the State Normal School. He died on New Year's Morning, at 7 1-2 o'clock, after a sickness of ten days. He has been cut down in the prime of life, and when, if any man had reason to regard himself as useful, Mr. P. had. Indeed we know of no man, who in the short space of three years, has done so much for the welfare of the young as he.

But it is quite unnecessary to write his eulogy; the future alone can make known the full measure of his usefulness among us, but we have every day before our eyes that which speaks his praise more eloquently than words can do it.

We publish several series of resolutions occasioned by his death.

At a meeting of the Albany city Association of Teachers, held on Saturday evening, January 1, 1848, at the Bookstore of E. H. Pease & Co., the following preamble and resolutions were adopted:

WHEREAS, The All-Wise Disposer of events, has, in His wisdom, seen fit to remove by death our respected friend and fellow laborer in the cause of Education, DAVID P. PAGE, late Principal of the State Normal School in this city, who has for three years past dwelt among us, and in various ways been associated with us professionally, Therefore,

Resolved, That by this afflictive dispensation, which in a season of general festivity, has so suddenly overspread this community with gloom, our hearts are filled with sorrow at the loss of one, with whom our relations have always been of the most pleasant and agreeable nature; and with whom, whatever difference of opinion may have existed, our intercourse has always been familiar, cordial and friendly.

Resolved, That in the character of our departed friend, were happily blended all the essential qualities of an agreeable friend and companion, an efficient and highly successful teacher, and an upright and intelligent citizen, and a faithful, devoted and humble Christian; and that in his gentle, yet firm demeanor, his urbanity of manner, his zeal and industry in the duties of his profession, and above all, in the beautiful consistency of his character, he has left an example worthy of imitation by all the members of our profession.

Resolved, That we tender our sympathy to the afflicted family of the deceased, and invoke the blessing and consolation of Him "who tempers the wind to the shorn lamb," upon his bereaved widow and fatherless children, in this hour of their adversity.

Resolved, That we cherish with profound regard the memory of our departed friend; and as a mark of respect this Association will attend his funeral in a body.

Resolved, That these proceedings be published in the city papers, and in all the educational papers in the State; and that the Secretary of the Association furnish the family of the deceased with a copy.

E. S. ADAMS, President.

A. T. BALDWIN, Secretary.

At a meeting of the Executive Committee of the State Normal School, held at the School Building, January 1st, 1848—

Present—Hon. CHRISTOPHER MORGAN, State Superintendent of Common Schools, Hon. N. S. BENTON, late State Superintendent, and Messrs. HAWLEY, BLEECKER and CAMPBELL. Mr. MORGAN in the Chair.

The decease of DAVID PERKINS PAGE, Esq., Principal

of the State Normal School, having been announced, the Hon. N. S. BENTON offered the following resolutions, which were seconded by the Hon. GIDEON HAWLEY, and unanimously adopted:—

Resolved, That the members of this committee having heard with the deepest feelings of sorrow, the melancholy intelligence of the death of DAVID P. PAGE, Esquire, the Principal of the State Normal School, and appreciating as they do in the highest degree his eminent services as an ardent and most devoted friend of Popular Education, and as an active, efficient and most successful instructor, sympathise most deeply with his bereaved family and numerous friends in this afflictive dispensation of an overruling Providence.

Resolved, That they regard the death of Mr. PAGE as a public calamity, and the loss which the Normal School has sustained as almost irreparable.

Resolved, That the Rev. Dr. HUNTINGTON, the Pastor of the church to which Mr. PAGE belonged, be invited to preach before the Executive Committee, the Faculty and the Pupils of the School, a funeral discourse, on the evening of the 9th of January.

Resolved, That in testimony of respect for the character and services of the deceased, the committee will attend his funeral and wear the usual badge of mourning for thirty days; and that a copy of these resolutions be transmitted to Mrs. Page, and published in the several papers of the city, and in the District School Journal.

CHRISTOPHER MORGAN, Chairman.

WM. H. CAMPBELL, Secretary.

At a meeting of the Faculty and Students of the State Normal School, held on the 1st instant, the death of the late Principal, DAVID PERKINS PAGE, A. M., was announced by Professor PERKINS, as follows:

We have been called together at this time under circumstances of the most distressing character. He whom we have been accustomed to see in the daily discharge of his high duties, as head of this Institution, is no more. Divine Providence has seen fit in his infinite wisdom to call him from among us. His ways are right and it becomes us to submit with due reverence. In this dispensation, we, as teachers and students, have sustained a great loss, and believing it to be very proper and consistent with our feelings on this occasion, to express in a public manner the high respect in which we held our late beloved Principal, we submit the following resolutions:

Whereas, it hath pleased the Great Disposer of Events to remove from us our late beloved associate and Principal, DAVID PERKINS PAGE, therefore,

Resolved, That in this deeply afflictive event, our Institution has suffered an irreparable loss, the cause of Education is deprived of an able and devoted advocate, society of one of its noblest ornaments, the Christian church of a bright and shining light, and his family of a most kind and affectionate husband and father.

Resolved, That we will ever hold in grateful remembrance the eminent ability with which he has presided over the affairs of this Institution, showing himself equal to every emergency incident to an untried and difficult station, and that, though we now drop a tear over his lifeless remains, the words of kindness and wisdom he has spoken and the spotless example he has left us, shall live in our recollections as the surest guide to that eminence he so nobly attained.

Resolved, That in this sudden dispensation we recognize the voice of Providence as calling upon us to be also ready.

Resolved, That to the family of our deceased friend we tender our sympathies in this the hour of their greatest affliction.

Resolved, That in testimony of respect for the character of the deceased we will wear the usual badge of mourning for the remainder of the term.

Resolved, That a copy of the foregoing resolutions be presented to the afflicted widow, and that the same be

published in each of the city papers, and in the District School Journal.

The above resolutions were unanimously adopted.

PROCEEDINGS OF THE PHILOMATHIAN SOCIETY, (of the Normal School.)

IN REFERENCE TO THE DEATH OF MR. PAGE.

Our beloved teacher and friend, DAVID P. PAGE, has been taken from us in a manner most sudden and painful. Within ten days from the time when he last moved among us, full of energy and life, and claiming admiration and love from every heart, we looked upon all that was left us—his corpse; the poor remains of that being once so glorious—the clay which his great soul no longer animated, and that clay shrunken and disfigured by the touch of death. Majestic as was still that form—impressive as were those pallid features—we saw no longer—him; the spirit had broken its fetter and sought its home.

Hard as it is for us to realize this blow, we have no choice. It seems still an unnatural and terrific dream, from which we may awaken; but conviction extinguishes hope. Never again may he tread these halls, "the observed of all observers;" no more shall we view those loved features, beaming with intellect and kindness; no more listen to the music of that eloquent voice.

Of his genius and virtues nothing need be said, here, where all knew him so well. The history of his life—his patient teachings by precept and example; his devotion to the work of elevating his fallen race; and his death, in this great work, may be revealed in that passage from his favorite poet, which he so delighted to repeat:—he indeed,

"Allured to brighter worlds, and led the way."

It seems, however, proper that we make an expression of our feelings, in the usual way, to be preserved in this association as a memento for our successors, of the painful stroke which fell on its early existence:—Therefore,

Resolved, That the death of DAVID P. PAGE is an event to be deplored not only by his personal acquaintance, but by all friends of general education:

That the remembrance of his virtues gives us a bright example for imitation; and that the truest tribute of affection and respect we can offer his memory will be the dissemination of those high and holy principles which it was his chief aim to inculcate:

That, as an Association organized with a view to self and mutual improvement, which fit us the better for the responsible duties we have undertaken to discharge, we should be roused by this loss to the cause of Education, to redouble our labors in its behalf:

That this token of sorrow is but a feeble utterance of our deep affliction, and is made as an expression of love and reverence for one who was ever to us a kind friend, a tender parent, and a self-sacrificing instructor:

That though this dispensation is most severe, yet in it we recognize the hand of our Heavenly Father who "doeth all things well," and humbly bow in submission to his will.

J. F. YOUNG, President.

E. W. KEYES, Secretary.

We copy from the Teachers' Advocate the following notice of Mr. PAGE, and also the resolutions of the New York Teachers' Institute.

DEATH OF MR. PAGE.

All our readers are, doubtless, aware by this time of the death of Mr. PAGE, the late able Principal of the New York State Normal School. This Institution, over which from the beginning he presided with marked ability and success, has thus been made to suffer immense, if not irreparable loss. A judicious and skilful teacher himself, and so circumstanced as to give direction to many minds destined to the same high vocation, it was his privilege to enjoy that best of all rewards to a pure-minded man—the constant consciousness of a life spent in real useful-

ness. Differing from him, therefore, as honestly we did, on several important educational questions, we have, nevertheless, ever ranked him high in the scale of merit, both personal and professional; and now that he is taken for ever from our midst, our regrets, deep and sincere, mingle cordially and naturally with those of the many who mourn his untimely death.

Since the above was in type, we have received the following preamble and resolutions of the New York Teachers' Institute, dated January 4, 1848:

Whereas, this Institute has just heard of the decease of David P. Page, Principal of the State Normal School, Albany; and whereas, the said David P. Page was a friend, a pattern and an ornament of the Teachers' profession,—whose pure character, gentlemanly manners, and fraternal concern in the well-being of the whole brotherhood of the profession, fully commend him to our high respect: Therefore,

Resolved, That while we bear testimony to his character and worth as a Christian and an educator, we would mingle our grief with the thousands that will mourn his death.

Resolved, That we tender our condolence to the widow and near relatives, and commend her and them to the sympathy of friends, and to the consolations of the Christian's hope and faith.

Resolved, That a copy of these proceedings be signed by the President and Secretary, and addressed to the bereaved and respected widow of the deceased.

Resolved, That the foregoing preamble and resolutions be published.

LEONARD HAZELTINE, President.

JOHN H. FANNING, Sec. pro tem.

STATE NORMAL SCHOOL:

At a meeting of the Executive Committee of the Normal School, held on the 12th instant, Mr. GEORGE R. PERKINS, the Professor of Mathematics, was unanimously elected Principal, in the place of D. P. PAGE deceased. The Argus, in announcing this appointment, remarks:

"This selection was made with entire unanimity by the Committee, and is in accordance with the wishes of all connected with the institution, whether as pupils or teachers. This is a deserved tribute to great personal worth and conceded abilities. Mr. PERKINS has been favorably known throughout the State from the foundation of the establishment, for his capacity, fidelity and assiduity as Professor of Mathematics, and brings to the administration of its affairs, as Principal, talents and acquirements of a high order, and such as to merit the confidence of our community and the people of the State. Under his charge the Normal School can scarcely fail to continue to sustain its deservedly high character as a school for teachers."

New Jersey is moving in regard to the establishment of a Normal School. A Convention of the Friends of Education was held at Mount Holly on the 18th of November, and another at the same place on Dec. 2d. We have received the report of the committee on business, which was presented at the meeting in December. It urges strongly the establishment of a Normal School in the State of New Jersey.

THIRD MUNICIPALITY.—Recorder Suzeneau—Fraud.

—Henry Benn, a member of a company of German volunteers, going to Mexico, appeared before his Honor, yesterday, charged by Matthew Gehla, with having obtained a rifle, the property of complainant, by false representations and threatening to shoot him, when he claimed its restoration. Remanded.

He is a wise man who learns from every one, he is powerful who governs his passions, and he is rich who is contented.

ODDS AND ENDS TOUCHING THE

ENGLISH LANGUAGE, BY TWO.

No. III.

The Weasel.—Dr. Johnson's definition, and which is retained in the fine quarto edition, published in 1818, at Philadelphia, by Moses Thomas, is, "a small animal that eats corn and kills mice." Loudon, a capital authority, impugns this, and says that the weasel is wholly carnivorous. I have been curious to see what succeeding lexicographers say on this. Webster shoots the pit. He gives no definition, (in his quarto,) and briefly remarks: "Weasel, the more proper spelling of weasel." Richardson observes, "Weasel, said to be so called from the noise it utters." Booth seems to have studied natural history, and makes rats and mice its food.

Baker, the antiquary, in his *Reflections on Learning*, remarks: "Words, like other things, are subject to the common fate of vicissitude and change; they are always in flux, ebbing and flowing, and have scarce any fixed period: for being governed by custom, which itself depends upon one of the most inconstant things in the world,—the humor of the people, it is scarce possible it should be otherwise. No prince ever gave laws to these. Cæsar, who gave laws to Rome, could give none to its language."

It is, however, a remarkable fact, to which Baker alludes in another part of his work, that Bishop Gardiner, in the year 1542, published an edict in Latin, touching the pronunciation of Greek. I shall give a short extract. "Whoever you be, that acknowledgest our authority, dare not to affix either to Greek or Latin words, sounds different from those now used, lengthen not the sounds of the Greek or Latin diphthongs, unless diæresis demands it. Not to be prolix, let no man philosophise about sounds, but use those employed at present." The curious may see the whole of this strange proclamation in Strype.

Shall and Will.—"How soon after the commencement of the 17th century, the existing usage was adopted, we cannot accurately determine; but in the '*Grammatica Linguae Anglicanae*,' published by Dr. John Wallis, the celebrated Sairlian Professor of Geometry at Oxford in 1653, we find the following passages, which plainly indicate that the respective meanings of *shall* and *will* were then fixed; and that the proper application of each was a great stumbling block to foreigners in their acquisition of the English. We translate those passages, the rather, as they point out, in a very concise and perspicuous manner, the peculiar meaning of each auxiliary, according to the person in which it is used." *Shall* and *will* indicate the future, as, 'it *shall* burn; it *will* burn.' But as it is extremely difficult for foreigners to know when the former or the latter ought to be used, (for we do not promiscuously say, *shall* and *will*;) and as I am not acquainted with any former rules for their application, I have deemed it proper to subjoin the following; whoever observes them, will commit no blunders on this point. In the first person singular and plural, *shall* simply foretells; *will*, as it were, promises or threatens. But in the second and third persons plural, *shall* is the language of promise or threatening; *will*, simply of foretelling."—*Edinburgh Review*, vol. 47.

The reviewer insists that both of these words signify, necessity or moral obligation and volition. "The etymological meaning of *shall*, implies duty or obligation, and this it retains in the second and third persons, but it loses it in the first person, where it simply and exclusively indicates futurity or merely predicts. The etymological meaning of *will*, again, is lost, when it merely indicates futurity in the second and third persons, but is regained, with somewhat additional force, in the first person, when it commonly signifies not merely volition, but determination. The truth is, that the English language is destitute of a mode of expressing simple futurity, either by termination or by auxiliary verbs—such as is expressed, in the

former manner, by those European languages, which are more immediately derived from the Latin; and in the latter manner, by those of a purer Teutonic origin than ours. Thus the Germans confine their auxiliary verb, *wollen*, to the expression of inclination, desire, wish, &c., and *sollen*, to the expression of sincerity, duty, and they use the auxiliary verb, *werden*, when simple futurity is to be expressed."

Lilly's Grammar.—"In our times, the common Grammar that goes under the name of Mr. Lilly, was done by some of the most considerable men of the age; the English rudiments by Dr. Colet, Dean of St. Paul's, with a preface to the first editions, directing its use by no less man than Cardinal Wolsey; the most rational part, the Syntax, was written or corrected by Erasmus, and the other parts by other hands; so that, though Mr. Lilly now bears the name, which, while living, he always modestly refused, yet it was carried on by the joint endeavors of several learned men, and he perhaps had not the largest share in that work.—*Baker's Reflections.*

Dr. Parr and Charles James Fox.—The Editor of *Belendennis*, in his preface, makes the following remarks concerning the style and oratory of Mr. Fox:

"I have seen many orators discomposed and distracted, from their extreme solicitude in the choice of words. But the mind of Mr. Fox is so continually exercised in the contemplation of various subjects, that the expressions most appropriate to each, seem to present themselves almost spontaneously. He well knows that there is no word without its own peculiar force and propriety, so that many, which, abstractedly considered, may seem mean and vulgar, acquire from his application of them, consequence and beauty."

Again he says, "Mr. Fox possesses one admirable distinction, he is never known to violate the purity of the English idiom. Many, who, in their attempts to shine, introduce foreign expressions, and, (disdaining the unaffected language of simplicity, acquire a strange and offensive dialect,) are overpowered by his raillery, conveyed in the chaste terms of his own language. He well knows that the oratory which is obscure, cannot be admired; he knows also, that those expressions which convey most information, have always most dignity and frequently most beauty."

Again: "His introductory skirmishes, if we may so term them, are so contrived—not for insulting parade, in imitation of the Samnites, who did not use in battle, the spears which they brandished before, but so as to be of the greatest advantage to his purpose, when he appears more particularly anxious after victory."

Dr. Pusey.—The style of this celebrated man is occasionally labored and confused. But he has published one sentence, the beauty of which all will acknowledge, much as they may differ with him, as to the truth of the opinion involved. He is speaking of the doctrine of non-resistance to established authority. Hear, ye levellers up and levellers down, what he says of it: "It is only the particular application of a general principle; In religion, it is faith; under misfortune, resignation; under trial, it is patient waiting to the end; amid provocation, it is gentleness; amid affronts, meekness; amid injuries, it is endurance; towards enemies, non-requital; towards railing, it is 'not answering again'; towards parents, it is filial obedience; to superiors, respect; to authorities unquestioning submission; towards civil government, it is obedience upon principle, not only when it costs nothing, (as obedience to it ordinarily does not, and so can hardly be called the fulfilment of a duty) but when it costs something."

Mrs. Hutchinsion.—This respectable person, (to use a pert, but fashionable modern English term,) says of Richard Cromwell, "He was a peasant in his nature, yet gentle and virtuous, but became not greatness."

Col. Young.—The other day, a speaker in the Senate remarked that some kind of property was improperly prized. Col. Young replied, that he wished the Senator to speak correctly. "A gentleman prizes his wife, but appraises his horse."—(Communicated.)

English Version of the French Republican Calendar.

Vendémaire,	Germinal,
Brumaire,	Floreal,
Frimaire,	Priareal,
Nivose,	Messidor,
Pluviose,	Fruetidor,
Ventose,	Fervidor.

Spring—Showery, flowery, lowery.

Summer—Hoppy, croppy, poppy.

Autumn—Wheezy, freezy, sneezy.

Winter—Slippy, drippy, nippy.

Epigram by Aaron Hill.—(Written long ago, and not now applicable.)

Whig and Tory, scratch and bite,
Just as hungry dogs we see;
Toss a bone 'twixt two, they fight;
Throw a couple, they agree.

Richard Daves.—This great Greek critic was master of the Free Grammar School at Newcastle-upon-Tyne, and he had frequent altercations with the corporation. In revenge, whenever the Greek word for *ass* occurred in the exercises of his school, he made the boys translate it *alderman*. This practice became so common, that boys otherwise well instructed, fell into it by habit.—*Biographia Britannica*.

Beautiful Figure, by Sheridan.—"Faded ideas float in the fancy, like forgotten dreams, and imagination, in its fullest enjoyments, becomes suspicious of its offspring, and doubts whether it has created or adopted." (Preface to the *Helress*, by Gen. Burgoyne.) Was there ever a finer apology for plagiarism than this?

For the District School Journal.
ON THE DEATH OF DAVID P. PAGE.

BY E. E. STETSON.

Harp! swell thy tones of sadness,
Nor let one note of gladness
Be mingled in thy strains;
Humanity must mourn him,
For death from us hath torn him—
No heart from grief retrajus.

Great good to man was flowing,
Beyond our thought or knowing;
By deed of head and heart;
But oh! his tongue, that ever
Dropped wisdom, now will never
Teach more the teacher's art.

Harps of the angels—gladness*
Let not one note of sadness
Be heard upon your strings;
An angel form hath entered
And joyfully he sings;—

"My labor I have finished;—
By grace have I diminished
The sum of human woe;
Right principles implanted
Urged forward the undaunted,
The work shall onward go;

"Till knowledge, like an ocean,
Shall quell each wrong emotion,
And banish sin and pain;—
My God will shield my dear ones,
He will protect my near ones,
—And we shall meet again."

And now, though dead, he speaketh;—
His principles, who seeketh.
True nobleness shall find,
More nearly they who knew him,
More reverently view him,
The great in heart and mind.

Syracuse, Jan. 24, 1843.

For the District School Journal.

CHRISTMAS.

TO A DAUGHTER ABSENT AT SCHOOL.

Though mighty rivers twixt us flow,
And mountains rise with caps of snow,
Yet o'er them all these lines shall go
Wishing a merry Christmas.

Christmas—that name of joy sincere,
Sweetly it falls upon the ear,
Calling our sons and daughters here
To visit us at Christmas.

True—memory some tears will shed
For them—the loved and honored dead,
Whose presence used such charms to shed
On many a long past Christmas.

True—we who still are lingering here,
Are growing older every year,
And cannot long partake the cheer
With which we welcome Christmas

True, she the object of our love,
The ——— of Maple Grove,
This year an absentee must prove,
And cannot share our Christmas.

But we will hope another time
Ere Christmas rings his merry chime,
That she to whom is sent this rhyme
Will be at home on Christmas

And may the troop of girls and boys,
Who cluster round with gleesome noise,
Remember midst their youthful joys,
The holy truths of Christmas—

Truths as eternal as God's throne
Teaching Salvation through his Son—
May we embrace them every one;
Then Heaven shall outweigh Christmas.

[N. W. C.]

EDITOR'S TABLE.

WEBSTER'S DICTIONARY.—We would call the attention of our readers to the new and revised edition of Dr. Webster's Dictionary, which has been published by G. & C. Merriam, of Springfield, Mass.

It is just twenty years since Dr. Webster published the first edition of his dictionary, having spent in the preparation of it more than thirty years of his life. All, who were capable of appreciating the work, at once conceded, that in regard to the etymology and definition of words, it was far superior to any dictionary of the English language that had been published. But the opinions of the learned were much divided, as to Dr. Webster's innovations upon the spelling of words. By some he was commended, but he was censured and even ridiculed by others. Perhaps the general opinion now is, that in reference to the orthography of our language, Dr. W. went quite too far. In the present edition, however, this fault is corrected, the old spelling is in many cases restored, and we think that the orthography now given us in this edition will be approved and ought to be adopted. Professor Goodrich and his able coadjutors have exercised great caution in reference to this vexed question. In regard to some words, we think, they have even been too cautious.

For example, we can see no reason why *programme* should be spelled differently from *diagram* or *anagram*.

A distinguished gentleman, writing concerning this dictionary, makes the following judicious remarks, with which we concur.

"The peculiarities of Dr. Webster, in reference to orthography, were such, as to throw a multitude of embarrassments in his way, and to impede the progress of his work to public favor. The difficulty was, that few could appreciate the extent and accuracy of his attainments in this regard. Hence much prejudice has always existed against the work as it originally appeared. This, after all, is the least portion of the Dictionary. Definition and etymology are the real bone and sinew. But in this revised edition the judicious editors have adapted the work to what they believed to be the intelligent sentiment and decision of the public. And they have accordingly departed very considerably from the original views of Dr. Webster, and have abandoned his peculiarities very largely. As far as we have examined—and that has been with some care—we believe that the editors will be fully sustained both in their retrenchments and modifications, and in what they have retained. For the comparatively few changes in orthography, adopted in this revision, such reasons are assigned or are obvious, as will commend them at once to a sound judgment and just discrimination."

We shall have much to say upon this subject in our future numbers, and shall now only add, that while this Dictionary is the most complete work of the kind that any nation can boast of, it is also one of the cheapest books ever printed in this country. Every teacher who can afford to buy it, should own it, and it should lie upon the teacher's desk in every academy and district school.

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Upon the first of April we shall issue the first number of a new volume of the Journal. We give this timely notice, that all persons who wish to receive the Journal may comply with our rule and send their subscriptions in advance. The name of every person neglecting to do so, will be stricken from the list of subscribers, and his paper be discontinued. Subscribers who wish to continue their subscriptions, can do so, by forwarding their names to John R. Humphrey, Albany, or to either of the following:

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